*Social & Public Policy*

*School of Social & Political Sciences*



SOCIAL & PUBLIC POLICY

HONOURS PROSPECTUS

2019/2020

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SOCIAL & PUBLIC POLICY   
HONOURS PROGRAMME

## Key Contacts

Any enquiries regarding the Honours course should be directed towards the Honours Co-ordinator or the Course Administrator.

Honours Co-ordinator & UG Programme Convenor:

Dr. Mark Wong

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Social & Public Policy

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Course Administrator:

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(contactable Monday to Thursday)

SOCIAL & PUBLIC POLICY   
HONOURS PROGRAMME

1. Introduction

Thank you for your interest in the Social & Public Policy Honours for session 2019/2020. The purpose of this brochure is to provide prospective students with essential information on the Honours programme. It tells you about the entry requirements, how to apply, what courses are available and how the programme is organised and assessed.

2. Honours Degrees in Social & Public Policy

Social & Public Policy offers students a broad and flexible range of courses as part of the Honours degree programme. We want to ensure that you choose the type of degree which best matches your interests and career plans. However, there are two questions that you should be thinking about at this stage:

1. Are you interested in doing an Honours degree in Social & Public Policy?

2. If so, do you wish to do a Single Honours or a Joint Honours degree?

3. Honours Programme Aims

The Social & Public Policy Honours programme has the following aims:

\* to build upon the general introduction to Social & Public Policy provided in Levels 1 and 2 and provide an in-depth analysis of particular policy areas.

\* to stimulate students' awareness of the theoretical and policy issues which underpin social & public policy.

\* to develop a range of graduate and transferable skills, particularly in relation to communication (written and oral), group work and the collection and analysis of information.

4. Honours Programme Learning Outcomes

By the end of the course students should be able to:

\* identify, describe and evaluate central debates, themes and policy issues relevant to their specific areas of social & public policy;

\* demonstrate research skills in research design, quantitative and qualitative data collection and analysis;

\* demonstrate a level of expertise in IT and a range of technology commonly used in everyday life and immerse in a learning environment that mirrors the 21st century workplace, and develop other skills such as communication (written and oral), interpersonal, and critical analytical skills

\* apply specialist conceptual and analytical skills to particular areas of theory, policy and practice in specific areas of social & public policy;

\* place their understanding of any one social & public policy area in the wider context of developments and approaches in other social and urban policy areas.

These aims and learning objectives are in line with the School’s aim of producing graduates with appropriate knowledge and skills that will serve them in the current competitive labour market and/or further vocational or academic study.

5. Programme Structure—Single Honours Social & Public Policy

If you choose to do a Single Honours degree in Social &Public Policy you should:

\* be in the School of Political & Social Sciences. If you are currently in the School of Arts, it is generally straightforward to change to Social & Political Sciences by seeing your Adviser of Studies.

\* complete a total of 120 credits in each of your honours years. Up to 60 credits may be taken in another subject area in the School of Social & Political Sciences.

\* do the Quantitative and Qualitative Methods modules in your Junior Honours year.

\* do a Dissertation in your Senior Honours year.

\* *if you are doing your degree with Quantitative Methods*, you largely follow the Single honours pathway but also take Q-step compulsory courses (a total of 60 credits throughout your Honours years, including Research Design and Method Selection, Advanced Regression in Junior Honours, and Advanced Quantitative Methods in Senior Honours). For with quants students, you don’t have to do the School’s general Quantitative Methods course.

1. Programme Structure—Joint Honours Social & Public Policy

If you choose to do a Joint Honours degree in Social & Public Policy you should/can:

\* combine Social & Public Policy with another Social Science or Arts subject to make up a Joint Honours Degree curriculum, subject to timetabling considerations.

\* complete 60 credits worth of courses in Social & Public Policy in each of your two Honours years.

\* take a total of 120 credits over the two honours years from another subject to make up the Joint Honours degree.

\* do a dissertation in Senior Honours, which counts as 40 credits. If you do this in Social & Public Policy, you must take Quantitative and Qualitative Methods in Junior Honours. If you do your dissertation in your other subject, you must adhere to the research methods course requirements for that subject.

7. Entry Requirements

If you are contemplating Honours in Social & Public Policy, either as a single or joint degree subject, you must take both Social & Public Policy 2A and 2B. Entry into Honours is not automatic; you have to apply by the date given in this guide.

In order to obtain entry to Social & Public Policy Honours at the end of the second year of full-time study, students must:

a)         achieve 240 credits at levels 1 and 2 with a grade point average of at least 9 (D3); at least 140 of these credits must be derived from the list of recognised courses for the degree; and

b)       achieve a grade D or better in 200 credits; and

c)       achieve a minimum of 40 credits at level 2 at a grade point average of 12 (C3) in the subject of the Honours programme at the first attempt; and pass a further 40 level 2 credits at grade point average 9 (D3) or better (this can be done at re-sit); and

d)       meet any further requirements set out in the degree’s supplementary regulations; and

e)       meet any additional requirements set by the School or Schools in which the candidate is applying for entry to the Honours or Integrated Masters programme.

Please find more information and most updated guidelines on this link: [https://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2017-18/socsci/](https://www.gla.ac.uk/myglasgow/senateoffice/policies/calendar/calendar2017-18/socsci/#_blank)

In exceptional circumstances, students may be admitted to Honours without Level 2 Social & Public Policy courses. However, in such cases you would be required to have a grade B or above at Level 1A and 1B. School requirements for Honours entry would also need to be satisfied.

8. Application Procedure

**To apply simply send an email to susanna.oelschlagel@glasgow.ac.uk stating that you wish to join the Social & Public Policy Honours course, specifying either Single or Joint by Thursday 27th June 2019**. Entry is guaranteed for applicants who meet the formal requirements. Those requiring special consideration should contact the Honours Co-ordinator, Dr Mark Wong (Mark.Wong@glasgow.ac.uk)

Decisions on applications will be taken as quickly as possible and students will be notified by email. Any candidates refused entry to honours may submit a written request to the Director of Teaching and Learning, Dr Charlotte Pearson, to review the application. Where the applicant believes that his or her performance has been affected by illness and/or other personal circumstances it is the student's responsibility to bring this to the attention of the Director of Teaching and Learning and the UG Programme Convenor and to provide medical or other relevant reports. If a student wishes to bring additional medical evidence to the attention for the purpose of the review he/she must explain in writing why the evidence was not submitted at the proper time, as set out in School of Social & Political Sciences and University regulations.

A request to review an application should be submitted to the Director of Teaching and Learning (Dr Charlotte Pearson, [email: Charlotte.Pearson@glasgow.ac.uk](mailto:email:%20Charlotte.Pearson@glasgow.ac.uk), Social & Public Policy, School of Social and Political Sciences, 25 Bute Gardens, Glasgow, G12 8QQ). The result of this review will be communicated to the applicant by the beginning of October at the latest. Any student refused entry on review may appeal to the College of Social Science Appeals Committee.

**When you receive notification of your acceptance onto Social & Public Policy Honours, you will be able to proceed with course registration on My Campus. It is anticipated that this process will begin in August**.

9. Course Availability & structure

Courses will be taught over ten weeks. Modules will typically be taught in two-hour blocks and include a lecture and a seminar/workshop. Students are expected to participate in discussions and debates as fully as possible.

The following modules are offered, subject to staff availability (and a sufficient number of students electing to take the course).

# Course modules overview:

2019/2020 (subject to confirmation)

Semester 1

Disability & Society (alternate year only)

Ideological Concepts & Values (alternate year only)

Paying for Public Policy (not running this year)

Remaking Cities in a Global Age: Dilemmas of Urban Policy

Youth, Policy and Welfare: Cross-Cultural Perspectives

School-wide courses:

*Quantitative Methods in the Social Sciences\*\**

Scottish Enlightenment\*

Semester 2

Housing: Policy, Welfare & Markets

Service in the Community (for visiting students only)

Urban Economy

Utopias: Welfare Theory and Social Policies for a ‘Good Society’ (alternate year only)

School-wide courses:

Civil Society and Social Capital: International and Comparative Perspectives\*

*Qualitative Methods in the Social Sciences\*\**

\*These courses are taught by the School of Social & Political Sciences and are offered to all Social and Public Policy students

*\*\*You have to complete these courses in order to do a dissertation in Social and Public Policy*

2020/2021 (provisional)

All Year

Dissertation

Semester 1

Education for Citizenship (alternate year only)

Making Public Policy (alternate year only)

Remaking Cities in a Global Age: Dilemmas of Urban Policy

Youth, Policy and Welfare: Cross-Cultural Perspectives

*Quantitative Methods in the Social Sciences\*\**

Scottish Enlightenment\*

Semester 2

Active Citizenship (alternate year only)

Health and Health Inequalities: A Policy Context (alternate year only)

Housing: Policy, Welfare & Markets

Service in the Community (for visiting students only)

Work, Welfare and the Politics of Reform (alternate year only)

*Qualitative Methods in the Social Sciences\*\**

SINGLE HONOURS CURRICULUM

The Single Honours programme incorporates three compulsory components for all single honours students. These are: Quantitative and Qualitative Methods in the Social Sciences and the Dissertation. Quantitative and Qualitative Methods are undertaken in junior honours whilst the Dissertation is completed in the senior honours.

Single honours students will be required to take 120 credits in each of their junior and senior honours year. Each course module is worth 20 credits, apart from the Dissertation and Active Citizenship (2020/21) which are worth 40 credits each.

2019/20 Junior Honours Year:

Compulsory:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Quantitative Methods\*\* | 20 | X |  |
| Qualitative Methods\*\* | 20 |  | X |

80 additional credits from:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Civil Society and Social Capital: International and Comparative Perspectives\* | 20 |  | X |
| Disability & Society | 20 | X |  |
| Housing: Policy, Welfare & Markets | 20 |  | X |
| Ideological Concepts & Values | 20 | X |  |
| Paying for Public Policy (not running this year) | 20 |  |  |
| Remaking Cities | 20 | X |  |
| Scottish Enlightenment\* | 20 | X |  |
| Service in the Community (visiting students only) | 20 | X |  |
| Utopias | 20 |  | X |
| Urban Economy | 20 |  | X |
| Youth, Policy and Welfare | 20 | X |  |

2020/21

Senior Honours Year:

Compulsory:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Dissertation | 40 | X | X |

80 additional credits from:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Active Citizenship | 40 |  | X |
| Education for Citizenship | 20 | X |  |
| Health and Health Inequalities: A Policy Context | 20 |  | X |
| Housing: Policy, Welfare & Markets | 20 |  | X |
| Making Public Policy | 20 | X |  |
| Remaking Cities | 20 | X |  |
| Scottish Enlightenment\* | 20 | X |  |
| Service in the Community (visiting students only) | 20 | X |  |
| Work, Welfare & the Politics of Reform | 20 |  | X |
| Youth, Policy and Welfare | 20 | X |  |

\*if you wish to take Active Citizenship, you must also take Education for Citizenship

# JOINT HONOURS CURRICULUM

Joint honours students will be required to take 60 credits. At this stage, students should decide which subject area they would like to carry out their dissertation in. If deciding to do it in Social & Public Policy, you will be required to take the Quantitative and Qualitative Methods courses (worth 20 credits each) in their junior honours year. Other subject areas may not require these courses, but it is the responsibility of the student to check to ensure they have the correct balance of subjects.

2019/20 Junior Honours Year (Joint)

Compulsory\*:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Quantitative Methods | 20 | X |  |
| Qualitative Methods | 20 |  | X |

\*unless dissertation is undertaken in the joint department

20 additional credits from:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Civil Society and Social Capital: International and Comparative Perspectives\* | 20 |  | X |
| Disability & Society | 20 | X |  |
| Housing: Policy, Welfare & Markets | 20 |  | X |
| Ideological Concepts & Values | 20 | X |  |
| Paying for Public Policy (not running this year) | 20 |  |  |
| Remaking Cities | 20 | X |  |
| Scottish Enlightenment\* | 20 | X |  |
| Service in the Community (visiting students only) | 20 | X |  |
| Utopias | 20 |  | X |
| Urban Economy | 20 |  | X |
| Youth, Policy and Welfare | 20 | X |  |

2020/21 Senior Honours Year (Joint)

Compulsory:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Dissertation\* | 40 | X | X |

\*unless undertaken in the joint subject

20 additional credits from:

|  |  |  |  |
| --- | --- | --- | --- |
| Course | Credits | Sem 1 | Sem 2 |
| Active Citizenship | 40 |  | X |
| Education for Citizenship | 20 | X |  |
| Health and Health Inequalities: A Policy Context | 20 |  | X |
| Housing: Policy, Welfare & Markets | 20 |  | X |
| Making Public Policy | 20 | X |  |
| Remaking Cities | 20 | X |  |
| Scottish Enlightenment\* | 20 | X |  |
| Service in the Community (visiting students only) | 20 | X |  |
| Work, Welfare & the Politics of Reform | 20 |  | X |
| Youth, Policy and Welfare | 20 | X |  |

\*if you wish to take Active Citizenship, you must also take Education for Citizenship

*\*Please note these courses are provisional at this stage*

10. Course Descriptions

THE FOLLOWING COURSE DESCRIPTIONS GIVE YOU AN IDEA OF THE AREAS THAT WILL BE COVERED IN TEACHING. HOWEVER, THEY ARE SUBJECT TO CHANGE AND WILL BE FINALISED OVER THE SUMMER VACATION. YOU WILL BE NOTIFIED AS THE COURSE CHOICES ARE CONFIRMED.

ACTIVE CITIZENSHIP

Convenor Dr Susan Deeley

Course available Semester 2, 2020/21

Credits 40

This course is only available to students who have completed the Semester 1 co-requisite module, Education for Citizenship.

*This course will require students to obtain clearance from Disclosure Scotland.*

It is the student’s responsibility to obtain clearance from Disclosure Scotland. Failure to do this as required will result in not being able to continue with this course. This may jeopardise the award of sufficient credit towards the degree. Most placements require PVG/ Enhanced Disclosure.

Course aim

The aims of the course are to combine academic coursework and practical voluntary work experience in a welfare agency; and to connect theory with practice through critical reflection.

Course content

Building on the concepts, analysis and literature studied in the Education for Citizenship course, Active Citizenship examines the major themes of citizenship, civic virtues, oppression and discrimination from a more practical perspective. This creates a framework to help students construct meaning from their placement experience. Critical reflection is used to facilitate the connections between theory and practice. A structured approach is taken in the reflective tutorials, using the metaphor of a journey. This process also provides the opportunity for personal development and, in particular, the enhancement of employability skills and graduate attributes. Literature on the narrative genre is also utilised as guidance to journal writing.

Course delivery

Students are required to engage in a voluntary work placement for a minimum of six hours a week for eight weeks. There will be ten weekly small group tutorials for critical reflection on placement experiences. In addition, there will be ten weekly whole class seminars for analysis and discussion of prescribed literature. Attendance on placement and in classes is absolutely essential. There is no exam for this course. Instead, assessment is by a 5,000 word reflective journal (80% of the overall mark); a co-assessed oral presentation on the development of employability skills and graduate attributes (10%); and a 500-800 word ‘critical incident’ report (10%). Each assignment will be both formatively and summatively assessed, and students’ regular online journal entries using Mahara will be allow feedback to be given.

## Recommended Reading

Beard, C. and Wilson, J.P. (2006) *The Power of Experiential Learning* London: Kogan Page

Chisholm, L.A. (2000) *Charting a Hero’s Journey* New York: International Partnership for S Deeley, S.J. (2010) ‘Service-learning: Thinking outside the box’, *Active Learning in Higher Education* 11(1); 43-53 <http://alh.sagepub/com/content/11/1/43>

Deeley, S.J. (2014) ‘Summative co-assessment:A deep learning approach to enhancing employability skills and attributes’, *Active Learning in Higher Education* 15(1): 39-51 <http://alh.sagepub.com/content/15/1/39>

Moon, J.A. (2006) *Learning Journals* London: Routledge 2nd Edition.

Civil Society and Social Capital:

International and Comparative Perspectives

Convenor Dr Karen Wright

Course available Semester 2, 2019/20 (Wed 13:00-15:00)

Credits 20

The course will examine classical and competing modern conceptions of civil society and social capital, and will employ comparative perspectives from western and non-western societies to explore critical issues and policy debates.

Course aim

* To introduce students to the main theoretical conceptions of civil society and social capital, and of the relationship between them.
* To examine, compare and assess competing conceptions of civil society and social capital.
* To identify and assess critical issues related to both civil society and social capital, including inequality, gender, participation, inclusion/exclusion and relationships to the state.
* To introduce and assess a range of local, national and international policy initiatives designed to strengthen civil society and social capital.
* To explore current international literature on civil society and social capital, relating the implications of cross-cultural experience to theoretical conceptions, critical issues and policy strategies.

Course content

The course is taught from an explicitly international perspective and draws on comparative case analysis from relevant academic literature and student investigation. It will examine classical and competing modern conceptions of civil society and social capital, and will employ comparative perspectives from western and non-western societies to explore critical issues and policy debates.  Ideas about social capital and civil society have influenced academic discussions across social science disciplines and policy discussions in governments across the world, as well as in key international institutions such as the OECD and World Bank. The course will examine comparative research to evaluate the appropriateness and effects of policies and to explore critical issues such as inequality, diversity, the role of the state, the nature and function of bonding, bridging and linking ties, differing understandings of the political role of civil society, cultural vs. institutional explanations, and the ‘dark side’ of social capital.

Course delivery

Your mark will be based on three elements:

* Participation (10%): which includes attendance, regular contributions to discussion based on course readings, both required and recommended, as well as a presentation of your critical case study.
* Critical case study (40%) of 2,000 – 2,500 words linking an in-depth local, national and/or regional analysis with implications for critical issues and/or conceptual claims.
* Final examination (50%). The final two-hour examination will require answers to two questions drawn largely from the first two sections of the courses (Conceptions and Critiques, Democracy and Policy.) Evidence from the third section and from your critical case study can however be used to support your examination answers.

## Recommended Reading

Edwards, B., Foley, M.W., and Diani, Mario (eds) (2001) *Beyond Tocqueville: Civil Society and Social Capital in Comparative Perspective* Tufts University Press

Halpern, M. (2004) *Social Capital*Cambridge: Polity Press

Hann, C. and Dunn, E. (eds.) (1996) *Civil Society: Challenging Western Models*.  Routledge: London **Ebook**

Hooghe, M. and Stolle, D. (eds) (2003) *Generating Social Capital: Civil Society and Institutions in Comparative Perspective.* Basingstoke: Palgrave Macmillan **Ebook**

Putnam, R. (ed.) (2004) *Democracies in Flux: The Evolution of Social Capital in Contemporary Society.* Oxford University Press Ebook

Disability & Society

Convenor Dr Charlotte Pearson

Course available Semester 1, 2019/20

Credits 20

Course aim

This course aims to provide students with an understanding of public policy in relation to disabled people. By looking at the various definitions of impairment and disability, discussion will focus on the constructions of ‘disability’ as an identity category, issues relating to citizenship and its reflection in a range of public policies.

**Course content**

The course will cover four main areas. These are outlined below.

(1) Constructions of disability

This introductory section will examine some of key debates relating to the social construction of disability and impairment and their representation in public policies. This begins by looking at how disability has been constructed historically as an individualised and medicalised problem and then moves to integrate more recent challenges to this view, notably from the disability movement. This will introduce students to both medical and social models of disability and to think critically about the utility of these approaches.

**(2) Campaigning for change: The growth of the Disability Movement and the implementation of anti-discrimination legislation**

This second section of the course takes a more in-depth look at how disabled people have campaigned for change and representation. By focusing on the growth of collective action by disabled people, these classes looks at some of the key policy goals and structural changes pursued at this level – notably through the push to gain anti-discrimination legislation and independent living. Attention will also be given to more recent shifts in disability activism which has seen a more prominent role for social media.

**(3) Putting the social model into practice?: Disability and Public Policy**

This section offers a more detailed look at how public policies have represented the needs of disabled people. Drawing on some of the wider theoretical debates laid out in earlier sections of the course, seminars will begin by looking at how a network of support for disabled people has been developed through central and local government from the post-war era onwards. Particular attention will then be given to policy changes and conflicts from the 1980s to the present day austerity changes and welfare reform. Discussion will focus on areas of education, social security, employment and social care.

**(4) Disability and Society**

This final section of the course looks at some of the broader issues in relation to disabled people, identity and contemporary culture.

Course delivery

There will be one lecture and one seminar per week for ten weeks. Students are expected to read prescribed literature in preparation for, and in advance of seminar group work.

## Recommended Reading

**Oliver, M. (2009) *Understanding Disability: From Theory to Practice*, Basingstoke: Palgrave Macmillan.**

**Roulstone, A. and Prideaux, S. (2012) *Understanding Disability Policy*, Bristol: Policy Press.**

**Watson, N., Roulstone, A. and Thomas, C. (eds) (2012) *Routledge Handbook of Disability Studies*, London: Routledge.**

**Shakespeare, T. (2013) *Disability Rights and Wrongs Revisited*, London: Routledge.**

EDUCATION FOR CITIZENSHIP

Convenor Dr Susan Deeley

Course available Semester 1, 2020/21

Credits 20

Education for Citizenship may be taken as a stand alone course, or taken as a co-requisite for the 40 credit course, Active Citizenship, which is offered in Semester 2, 2014-15. These two courses together constitute service-learning. [For visiting students in semester 1 only, service-learning is a 20 credit course called Service in the Community]

Course aim

The aim of the course is to examine aspects of citizenship in relation to education, policy and practice.

Course content

The course examines the concept of citizenship in relation to civic virtues and within the context of civil society. It explores the meaning, implications, and practicalities of the implementation of education for citizenship policy. Understanding service-learning as part of citizenship education, the course then explores the nature of this form of experiential learning. The course also focuses on critical reflection and its contribution to the process of conscientisation and critical action. Seminal texts by Dewey and Freire are examined, in addition to close reference to Malcolm X, and bell hooks.

Course delivery

There will be one lecture and one tutorial per week for ten weeks. Students are expected to prepare set work in advance for tutorial group work.

Recommended reading

Dewey, J. (1938) *Experience and Education* New York: Macmillan

Faulks, K. (2000) *Citizenship* London: Routledge

Freire, P. (1970) *Pedagogy of the Oppressed* London: Penguin

hooks, b. (1995) *Killing Rage. Ending Racism* New York: Henry Holt & Co

*Citizenship Studies* (online journal)

*Michigan Journal of Community Service Learning* (journal held in GUL)

*Reflective Practice* (online journal)

X, Malcolm, with Haley, A. (1968) *The Autobiography of Malcolm X* London: Penguin.

|  |
| --- |
| HEALTH AND HEALTH INEQUALITIES – A POLICY CONTEXT |

Convenor TBC

Course available Semester 2, 2020/21

Credits 20

Course Summary

This course examines the policy paradox of overall improvements in population health and significant inequalities in life expectancy within a Scottish, UK and international context and explores the causes of inequalities both within and outside the health care system. It addresses questions such as why poorer people die earlier than their richer counterparts. Students will focus on understanding the key influences that shape health care and public health policy particularly within the UK and on critiquing the key impacts of such policy.

Course Aims

We aim to provide students with an opportunity to:

• Develop an awareness of the concepts of health and health inequalities in a Scottish, UK and international context

• Explore competing explanations of why poorer people die earlier – assessing for example the role of individual behaviours such as smoking and structural constraints like the availability of paid employment

• Understand how and why a particular health care system (the UK National Health Service) has changed over time and across devolved administrations

• Demonstrate an awareness of key criteria for developing a comparative perspective on health policy

• Critically evaluate the role of health care and public health policies in improving population health and reducing health inequalities

Course delivery

Teaching is by means of a combination of lectures and tutorials. A variety of methods will be employed in tutorials including debates of major issues, role play and small group work. All students will have the opportunity to give presentations, lead discussions and chair small groups. Outside speakers working in different practice roles will contribute to various sessions.

# Recommended Reading

Rob Baggott (2004) (3rd edition) *Health and Health Care in Britain*. Palgrave Macmillan: Basingstoke.

Rob Baggott (2010) (2nd edition) *Public Health: Policy and Politics.* Palgrave Macmillan: Basingstoke.

Ian Greener (2009) *Healthcare in the UK: Understanding Continuity and Change*. The Policy Press: London.

Chris Ham (2009) (6th edition) *Health Policy in Britain*. Palgrave Macmillan: Basingstoke.

Rudolf Klein (2013) (7th edition) *The New Politics of the NHS: From Creation to Reinvention.* Radcliffe Publishing: Oxford.

HOUSING: POLICY, WELFARE & MARKETS

Convenor Professor Moira Munro

Course available Semester 2, *runs every year*

Credits 20

#### Course aim

The course aims to provide students with an understanding of the evolution of the housing system in the UK, and how it compares with other European countries. It will explore the role of public policy in shaping the current system, alongside other factors. The course will also explore a range of contemporary policy issues and examine competing policy prescriptions.

# Course content

By the end of this course, students should be able to demonstrate a critical awareness of:

1. trends in the housing system in the UK, understood in relation to other developed countries;
2. the main drivers of change, both policy and non-policy related and covering both consumer or demand perspectives and producer or supply perspectives;
3. the development of housing policy over time and the factors that have influenced this;
4. current issues facing housing policy and housing practitioners, and alternative responses to these.

By the end of this course, students will be able to:

* provide a critical analysis of housing policies, showing an awareness of the wide range of factors that influence policy-making processes;
* identify relevant academic and ‘grey’ literature in housing policy, and evaluate and synthesise the theories and evidence they contain;
* apply knowledge and theories to analyse contemporary housing issues.
* use ICT effectively to support research and the presentation of findings;
* communicate effectively in writing;
* learn independently, demonstrating initiative, self-organisation, and time management.

Course delivery

There will be one lecture and one seminar per week for ten weeks. Students are expected to read prescribed literature in preparation for, and in advance of seminar group work.

## Recommended Reading

Balchin, P. and Rhoden, M. (4th edition 2002) *Housing Policy: An Introduction.* London: Routledge.

Bramley, G., Munro, M. and Pawson, H. (2004) *Key Issues in Housing: Policies and Markets in 21st Century Britain,* Basingstoke: Palgrave Macmillan

Lund, B. (2006) *Understanding Housing Policy*, Bristol: Policy Press.

Malpass, P. (2005) *Housing and the Welfare State: the Development of Housing Policy in Britain.* Basingstoke: Palgrave Macmillan.

IDEOLOGICAL CONCEPTS AND VALUES

Convenor Dr Susan Deeley

Course available Semester 1, 2019/20

Credits 20

Course aim

The main aims of the course are to:

* examine the theoretical concepts of freedom, equality and justice and outline different ideological perspectives of these concepts;
* analyse these concepts in relation to, and as a justification for, social and public policies;
* evaluate the conflicting and compatible elements within these concepts and associated values, both in theory and in practice;
* critically evaluate the application of these core concepts in practice by assessing their relevance to policy case studies and international policy examples.

Course content

The course is designed using a thematic framework of the ideological and philosophical concepts of freedom, equality and justice. Initially, the course will take a theoretical perspective by focusing on, and examining, each of these central concepts. Subsequently, the course will take a more practical perspective by using the concepts as a basis for the analysis of policy case studies. These policy case studies and associated tutorials will cover issues relating to domestic violence, lone parenthood, class, secularism, sexuality and disability, legal and illegal drugs, and sex workers. Gender is an additional theme that connects these diverse policy areas.

Course delivery

There will be one lecture and one seminar per week for ten weeks. Students are expected to read prescribed literature in preparation for, and in advance of, tutorials.

## Recommended Reading

Craig, G., Burchardt, T., and Gordon, D. (eds) (2008) *Social Justice and Public Policy*  Bristol: Policy Press

Fitzpatrick, T. (2011) *Welfare Theory*, Basingstoke: Palgrave 2nd Edition

Hayek, F.A. (1976) ‘The Mirage of Social Justice’, in *Law, Legislation and Liberty* Vol. 2 London: Routledge

Lavalette, M. and Pratt, A. (eds) (2006) *Social Policy. Theories, Concepts and Issues* London: Sage 3rd Edition

Lister, R. (2010) *Understanding Theories and Concepts in Social Policy* Bristol: Policy Press

White, S. (2007) *Equality* Cambridge: Polity Press.

###### MAKING PUBLIC POLICY

Convenor Professor Moira Munro.

Course available Semester 1, 2020/21

Credits 20

#### Course aim

This course aims to develop understanding of how policy is made in the real world – thinking about how issues come on to the policy agenda, and how policy ideas and solutions are developed. It considers how approaches to policy making have evolved as political leadership and governance arrangements have changed. The course considers how policy success and failure can be judged. It draws on a wide range of contrasting, applied policy examples and will provide critical skills that can be applied in relation to thinking about problems.

#### Course content

By the end of this course students will be able to:

* Contrast understandings of policy making as a rational or incremental processes and how these relate to the use of evidence in policy process
* Appreciate the role that institutions and institutional arrangements have in shaping policy types and styles.
* Explain the challenges to policy making posed by multi-level government and supranational organisations
* Describe the actors involved in policy networks and communities and explain how power may be exercised within such arrangements.
* Critically assess alternative approaches to citizen involvement – FOI, citizen’s juries, referenda and so on.
* Appreciate the purpose and requirements of assessments for new policy development – particularly risk, environmental impact and equalities assessments.
* Discuss the advantages of, and problems with, policy transfer from other countries
* Evaluate the merits of different approaches to policy evaluation
* Critically assess how judgements of overall policy failure or success can be made
* Demonstrate the relevance and applicability of these concepts and techniques to specific domains of social and public policy

Course delivery

There will be one lecture and one seminar per week for ten weeks. Students are expected to read prescribed literature in preparation for, and in advance of seminar group work.

## Recommended Reading

The core books for this course are:

* Hill, M. (2005) *The Public Policy Process* (fourth edition), Pearson Educational, Harlow.
* Hudson, J. & Lowe, S. (2004) *Understanding the Policy Process: Analysing welfare policy and practice*, The Policy Press, Bristol.
* Richards, D. & Smith, M.J. (2002) *Governance and Public Policy in the UK*, Oxford University Press, Oxford.

PAYING FOR PUBLIC POLICY

Convenor Professor Kenneth Gibb

Course available Semester 2 (not running this year)

Course Aims

This course is a critical overview of current practice and controversies surrounding the financing of public policy. It is contextualised by international comparisons, the age of austerity in public finances and by devolution/independence debates within the UK and particularly Scotland. The course is also distinctive because though it draws on economics and finance material, it remains a broad public policy course that both is critical of aspects of mainstream economics but also employs aspects of heterodox economics thinking. There are no disciplinary pre-requisites required to take this course.

Course Delivery

The course would consist of 12 hours of lectures and 8 student-centred seminars, totalling 20 contact hours. Kenneth Gibb will deliver the majority of the lectures and supervise seminars (alongside guest speakers).

Outline of Sessions

The course is in three parts. First, we set out the contemporary context for funding public policy and the lenses with which we analyse key debates. Second, we look at a series of major public policy areas in case study detail. Third, we synthesise findings to look at cross cutting issues such as the funding of policy within an independent Scotland; asking how we resolve specific ‘wicked’ public policy problems.

Reading

This is a varied and heterogeneous course and, consequently, there is no single core text for this course. An essential source is Glennerster, H (2009) *Understanding the Finance of Welfare* (Policy Press: Bristol). Nick Barr’s *Economics of the Welfare State*, is good although it probably assumes too much economics on the part of the reader. An excellent book on Scotland and the politics and economics of independence is Mclean, I, Gallagher, J and Lodge, G (2013) *Scotland’s Choices*, Edinburgh University Press. Materials will be built up for each section of the course, drawing from the contemporary research publications in the fields of for instance, health, pensions & care, housing, social security and higher education. More generic social policy references will also be utilised (e.g. Baldock et al, ed., *Social Policy*).

# REMAKING CITIES IN A GLOBAL AGE: DILEMAS OF URBAN POLICY

Convenor Keith Kintrea

Course available Semester 1, *runs every year*

Credits: 20

# Course aim

In this course students consider the challenges faced by modern cities as they compete for success in a globalised world. Remaking Cities examines the role of urban policy in promoting competiveness and attracting talent, shaping urban environments, as well as promoting social inclusion and citizenship.

In particular the course aims to:

* Review the challenges faced by cities competing for success in a globalised world.
* Examine the role of urban policy in tackling the challenges faced by cities.
* Assess the role of policy in enhancing the economic competiveness and the attractiveness of cities and promoting social cohesion.

##### Course content

The course examines the growth of cities and the challenges involved in planning and managing their development. It considers the changing economic base of cities and the policy responses to industrial decline, economic restructuring and technological change. The course also explores changes in urban society and responses to problems such social exclusion, traffic congestion and environmental sustainability.

Course delivery

The course will comprise 10 sessions, each of two hours, with each week organised around a different key theme of urban policy. Each session will include elements led by teaching staff and by students. Participants will be expected to research and present a case study as well as to contribute to discussion.

# Recommended reading

Centre for Cities (2016) *Cities Outlook 2016* London: Centre for Cities <http://www.centreforcities.org/>

Glaeser, E. (2011) ‘Introduction: Our Urban Species’ pp.1-15 of *The Triumph of the City,* Macmillan: Basingstoke

Tallon, A. (Second edition, 2013) *Urban Regeneration in the UK*, London: Routledge

SCOTTISH ENLIGHTENMENT

Convenor Craig Smith

Course available Semester 1, *runs every year*

Credits 20

*This course is run through the School of Social & Political Sciences but is available for Public Policy students*

Summary: The course is a historical and textual introduction to the Scottish Enlightenment. It examines the nature of eighteenth century Scotland and the extraordinary group of thinkers that were produced by it. Each week the course will examine a particular aspect of the social, economic and political history of Scotland and Europe. The class will then explore selections from the work of eighteenth century authors who discuss the theme at hand. Thinkers such as David Hume, Adam Smith and Adam Ferguson were among the earliest practitioners of what we now call the social sciences and the course will introduce students to the contribution that they made to the development of social and political science. The course will place these ideas and arguments in their Scottish context, but it will also examine the place of the eighteenth century Scottish thinkers within the wider European Enlightenment, inviting comparison and contrast with the Enlightenments of Germany, France and America. The course will also examine the legacy and of influence of the Scottish Enlightenment and its ideas. The course aims to introduce students to the ideas of the Scottish Enlightenment and to invite critical appreciation of their place in the history of ideas.

Course aims: This course aims to: introduce students to the Scottish Enlightenment by engaging with the thought of a group of Scottish thinkers from the eighteenth century and examining their role in the early development of political science, sociology and economics. The course is balanced between lectures on the historical, intellectual and social context and discussions of primary texts from a range of thinkers including Hume, Smith, Ferguson, Kames, Robertson and Millar. This approach is designed to allow students to appreciate how the Scottish writers attempted to make sense of the rapidly changing world in which they found themselves. Each week will also involve some reflection on the subsequent legacy of the ideas for the contemporary world.

Course content:

By the end of the course, students should be able to:

* demonstrate knowledge of the key ideas developed by the thinkers of the Scottish Enlightenment.
* explain and analyse these ideas both within their historical context and in more general analytical terms.
* develop written and oral arguments assessing and interacting with these ideas and their legacy.
* compare the Scottish Enlightenment with other national Enlightenments and critically examine the contemporary relevance of these ideas.

Course delivery: Lectures: 10 hours; seminars: 10 hours

Recommended reading:

Broadie, A. (1997) *The Scottish Enlightenment: An Anthology*. Edinburgh: Cannongate

Schneider, L. (1967) *Scottish Moralist.* Chicago: Chicago University Press.

Rendall, J. (1978)*Origins of the Scottish Enlightenment.* London:MacMillan

Berry, C.J. (1997) Social and Political Thought of the Scottish Enlightenment Edinburgh: Edinburgh University Press.

SERVICE IN THE COMMUNITY

For Visiting Students Only

Convenor Dr Susan Deeley

Course available Semester 1, 2019/20

Credits 20

This is a service-learning course, which is a form of experiential learning that combines academic coursework with voluntary service in the community.

*For entry to this course, it is a requirement that students obtain a Tier 4 Student Visa and written official evidence confirming that they have no record of any criminal offence.*

Course aim

The overall aim of the course is to provide students with the opportunity to combine service to the community with associated academic study.

Course content

Critical reflection is at the core of this course as it enables students to make vital connections between their voluntary work placement and the academic coursework. A structured approach is taken in reflective tutorials, using the metaphor of a journey. This process also provides the opportunity for personal development and, in particular, the enhancement of employability skills.

Course delivery

Students are required to engage in voluntary work on placement for six hours a week for eight weeks. There will be ten weekly reflective tutorials. Attendance on placement and in classes is absolutely essential. There is no exam for this course. Instead, assessment is by a 3,000 word reflective journal. One 500-800 word ‘critical incident’ report is required as a formative exercise. Monitoring of the placement learning will be through six ‘Progress Reports’, which should outline weekly activities and responsibilities on placement. General information on placement opportunities can be found at:

<http://www.gla.ac.uk/undergraduate/degrees/publicpolicy/placementopportunities/>

Recommended reading

Bringle, R.G., Hatcher, J. and Jones, S.G. (eds) (2011) *International Service Learning* Sterling, Virginia: Stylus Publishing

Chisholm, L.A. (2000) *Charting a Hero’s Journey* New York: International Partnership for Service-Learning

Tonkin, H. (ed) (2004) *Service-Learning Across Cultures: Promise and Achievement* New York: International Partnership for Service-Learning and Leadership.

QUANTITATIVE METHODS

Convenor Dr Jo Ferrie

Course available Semester 1, *runs every year*

Credits 20

This course is compulsory for all Junior Single Honours students, and for any Junior Joint Honours student, who wishes to undertake a dissertation in their senior year. It is taught through the School of Social & Political Sciences.

**Course aims**

* introduce you to a range of research methods commonly used in social research and to provide practical guidance in the use of such methods;
* provide you with an opportunity to acquire skills in research design, quantitative data collection, and in data analysis;
* enable you to think critically about the uses of sociological, political or policy research and the social, political and institutional contexts within which it takes place;
* give you a grounding in research methods which will be useful to you when you begin your own dissertation;
* enhance your transferable and inter-personal skills, particularly in communication, time management, individual and group research work, and critical appraisal of social issues;
* demonstrate a wide range of skills that meet the demands of the modern labour market

**As a result of the course, you will be able to:**

* identify and discuss the range of theoretical traditions in quantitative social research methodology;
* demonstrate an understanding of the basic principles of quantitative research design and strategy;
* select appropriate quantitative research methods for use in different research settings and be able to explain and justify your selection;
* construct research hypotheses and demonstrate basic skills in question formulation and questionnaire design**;**
* demonstrate practical skills in the computer analysis and presentation of quantitative data (descriptive statistical analysis, tabulation, graphical presentation of numerical data);
* critically assess social research from a methodological standpoint.

Recommended Reading

Bryman, A. (2012, 4th ed.) *Social Research Methods* Oxford: Oxford U.P

Field, A. (any edition) Discovering Statistics using SPSS Sage

QUALITATIVE METHODS

Convenors TBC

Course available Semester 2, *runs every year*

Credits 20

This course is compulsory for all Junior Single Honours students, and for any Junior Joint Honours student, who wishes to undertake a dissertation in their senior year. It is taught through the School of Social & Political Sciences.

**Course aims**

* provide a critical introduction to qualitative research methods;
* develop understanding of the key methodological debates in qualitative research;
* engage students in the critical and analytical study of qualitative research strategies;
* develop understanding of the ethical, political and practical challenges that may be encountered in qualitative research, and how these are mediated by the contexts in which research takes place;
* enable the critical evaluation of research findings;
* develop skills in the conduct of qualitative researching and the analysis of qualitative data which are especially useful for your upcoming dissertation;
* enable students to enhance transferable and inter-personal skills, particularly in communication, time management, individual and group research work, critical appraisal of social issues, and the informed use of information technology;
* enhance a range of skills that will meet the demands of the modern labour market.

**As a result of the course, you will be able to:**

* identify and discuss the range of theoretical traditions in qualitative research methodology;
* identify and discuss the ethical, moral and political dimensions of qualitative research;
* demonstrate an understanding of the principles of qualitative research design;
* critically analyse qualitative research from a methodological standpoint;
* define and formulate a research question and devise an appropriate qualitative methodological strategy;
* implement qualitative research techniques and demonstrate the advantages and disadvantages of such techniques as interviews, focus groups and observation;
* demonstrate analytical and oral skills through attendance and active participation in lectures and seminars.

Recommended Reading

Bryman, A. (2012, 4th ed.) *Social Research Methods* Oxford: Oxford U.P.

UTOPIAS: WELFARE THEORY AND SOCIAL POLICIES FOR A ‘GOOD SOCIETY’

Convenor Susan Deeley

Course available Semester 2, 2019/20

Credits 20

Course aim

The aims of the course are to:

* define the concept and meaning of ‘utopia’ in multiple social and political contexts;
* examine diverse and controversial aspects on welfare theory and what constitutes a ‘good society’;
* explore potential social policies that would be necessary to achieve a ‘good society’ within competing and contrasting ideological paradigms;
* critically analyse the feasibility of achieving a ‘good society’ through a range of ideological, philosophical, social and ethical lenses.

Course content

The course examines welfare theory and social policies by exploring diverse philosophical and political ideas about what constitutes a ‘good society’. Critical analysis and evaluation of competing ideological perspectives will be made in the context of social and ethical issues, including environmental concerns, ‘race’ and ethnicity, and the dialectics of power, community, and individualism.

Course delivery

There will be one lecture and one tutorial per week for ten weeks. Students are expected to read prescribed literature in preparation for, and in advance of tutorials.

Recommended reading

Deacon, A. (2002) *Perspectives on Welfare. Ideas, ideologies and policy debates* Buckingham: Open University Press

Etzioni, A. (1993) *The Spirit of Community* London: Fontana Press

Festenstein, M. and Kenny, M. (2005) *Political Ideologies* Oxford: Oxford University Press

Heywood, A. (2012) *Political Ideologies. An Introduction* Basingstoke: Palgrave Macmillan 5th Edition

Kymlicka, W. (2002) *Contemporary Political Philosophy. An Introduction* Oxford: Oxford University Press

Nozick, R. (1974) *Anarchy, State, and Utopia* Oxford: Basil Blackwell

Taylor, J. (2007) *Ideology and Welfare* Basingstoke: Palgrave Macmillan.

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| WORK, WELFARE AND THE POLITICS OF REFORM |

Convenor Dr Sharon Wright

Course available Semester 2, 2020/21

Credits 20

Course aim

This course explores the interconnected spheres of paid employment, unpaid labour, care and welfare in order to understand the politics of UK reforms in international and comparative perspective.

Objectives:

* To challenge taken-for-granted assumptions about the meanings and significance that paid and unpaid work hold for people living in capitalist societies;
* To identify and explain different patterns of engagement in paid employment and unpaid work in the UK, in relation to social divisions such as gender and disability;
* To analyse the causes and consequences of these patterns and their connections with entitlements for a selection of welfare benefits and services;
* To relate these patterns of work and welfare to wider economic, social and political systems;
* To analyse critically the contested nature of welfare reform in different country contexts;
* To understand the relevance and competing theories and perspectives in explaining these issues; and
* To evaluate critically the strengths and weaknesses of UK approaches to work and welfare reform in relation to examples of other ‘types’ of welfare state.

To develop a critical understanding of work, welfare and the politics of reform.

Course content

The course begins with an introductory overview, then is split into three main sections:

1. Conceptualising ‘work’ and ‘welfare’
2. Negotiating work and welfare
3. Welfare reform: states, labour markets and politics

Conceptualising ‘work’ and ‘welfare’

Here we will examine the ways in which paid and unpaid forms of work are constructed and valued in contemporary societies and consider this in relation to identities and social divisions. We will identify contrasting ideological and theoretical perspectives on the provision of welfare for those who are not currently in paid work.

Negotiating work and welfare

We will compare how some groups, e.g. men and women, ill or disabled people and non-disabled people, are situated differently in relation to the demands and rewards of paid employment and unpaid care. We will identify and explain different patterns of labour market engagement and highlight key issues of debate and tension. We will consider the impact of welfare reform on different groups, e.g. unemployed people, lone parents and disabled people and reflect on the implications of this for social citizenship.

Welfare reform: welfare states, labour markets and politics

In the final part of the course, we will examine the politics of welfare reform in different welfare state contexts, including case studies from different ‘types’ of welfare regime (e.g. US, Europe and Scandinavia). This will enable an in-depth understanding of a variety approaches to debate, political processes, discourse and policy design. We will identify patterns of cross-national convergence and divergence and reflect on processes of policy learning (e.g. between countries like the UK and Australia). We will discuss the role of different regional, national and supranational actors (such as the EU) in policy design and consider the role of non-state actors, such are multi-national private welfare-to-work providers in the implementation of welfare reform.

The final session of the course will include revision and exam preparation.

Course delivery

Teaching is offered via lectures and tutorials. A variety of methods will be employed in tutorials including debates of major issues, role play and small group work. All students will have the opportunity to give presentations, lead discussions and chair small groups.

# Recommended Reading

Brodkin, E. Z. and Marston, G. (eds) (2013) *Work and the Welfare State: street-level organizations and workfare politics*, Chicago/Copenhagen: Georgetown University Press/DJOF.

Lindsay, C. and Houston, D. (eds) (2013) *Disability Benefits, Welfare Reform and Employment Policy*, Basingstoke: Palgrave.

Betzelt, S. and Bothfeld, S. (eds) (2011) *Activation and Labour Market Reforms in Europe: Challenges to Social Citizenship*, Basingstoke: Palgrave.

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| YOUTH, POLICY AND WELFARE: CROSS-CULTURAL PERSPECTIVES |

Convenor Dr Mark Wong

Course available Semester 1, *runs every year*

Credits 20

Course aim

The aims of the course are to:

* Develop understandings of how policies and welfare for young people are organised and debated in East Asian and Western contexts, using Hong Kong, Scotland and the UK as illustrative examples.
* Explore a range of contentious and prominent issues in contemporary youth, and highlight the increasing challenges and diversity of experiences of young people.
* Examine how systems and delivery of welfare are shaped by different cultural values and traditions, particularly regarding the role of the state and family as welfare institutions for young people.

Course content

This course provides an opportunity to examine current youth policy debates and how they have been framed and organised in different cultures, particularly in East Asian and Western contexts. Students will focus on various social problems and challenges experienced by young people, compare welfare systems and how they are shaped by different cultural values, and discuss policy measures and welfare organisation in a range of topical youth issues, including housing, poverty and inequality, work and education, and social connections in the “digital age”.

Course delivery

Delivery of the course will be through weekly one-hour lectures and one-hour seminars. All the lectures will be delivered by the course convenor. The seminars will be conducted by using problem-based learning (PBL). PBL is an innovative learning method that is student-focused and the success of the seminars will be dependent on your active participation. You will be given a specific scenario (i.e. a case) and you will work as a group to seek effective ways to address the problems you identify within the case. You will be encouraged to identify and solve the problems creatively. This enhances control and autonomy in your learning process.

# Recommended Reading

Antonucci, L. Hamilton, M., Roberts, S. (Eds.) (2014) *Young People and Social Policy in Europe: Dealing with Risk, Inequality and Precarity in Times of Crisis*, UK and USA: Palgrave Macmillan*,* Chapter 2 and 5*.*

Bennett, A. and Robards, R. (Eds.) (2014) *Mediated Youth Cultures: The Internet, Belonging and New Cultural Configurations*, Hampshire and New York: Palgrave Macmillan (electronic resource available).

Furlong A. and Cartmel F. (2007) *Young People and Social Change: New Perspectives*, New York: Open University Press, 2nd Edition, Chapter 1 and 3.

Holliday, I. (2000) “Productivist Welfare Capitalism: Social Policy in East Asia”, *Political Studies*, 48: 706-723.

Livingstone, S. and Helsper, E. (2007) “Gradations in Digital Inclusion: Children, Young People and the Digital Divide”, *New Media & Society*, 9: 671-96.

Lupton, D. (2015) *Digital Sociology*, Oxon and New York: Routledge.

MacDonald R. and Marsh J. (2005) *Disconnected Youth? Growing Up in Poor Britain*, Hampshire and New York: Palgrave Macmillan.

Peng, I. and Wong, J. (2010) “East Asia”, in Castles, F. G., Leibfried, S., Lewis, J., Obinger, H. and Pierson, C. (Eds.) *The Oxford Handbook of the Welfare State*, Great Britain: Oxford University Press.

Standing, G. (2011) *The Precariat: The New Dangerous Class*, London: Bloomsbury Academic.

Wong, M. T. O. (2017) “Intergenerational Family Support for ‘Generation Rent’: the Family Home for Socially Disengaged Young People”, *Housing Studies*, <http://dx.doi.org/10.1080/02673037.2017.1364713>.

DISSERTATION

Credits 40

The purpose of the dissertation is two-fold. Firstly, it is to allow students the opportunity to develop skills gained in the Social Research & Investigation course. Secondly, it is to deepen students' experience of academic research by giving them the opportunity to conduct an independent piece of work based on data collection or the analysis of secondary or documentary sources.

All Public Policy students – both single and joint must do a dissertation in their senior honours year. Candidates for a Joint Honours degree in Social & Public Policy may undertake the dissertation in their other subject if they wish, providing that they do not exceed the proportion of assessed course work allowed by the Schools of Social and Political Science or Arts.

Joint honours students will be required to take 60 credits. Early in their Honours study, students should decide which subject area they would like to carry out their dissertation in. If they decide to do it in Public Policy, they will be required to take the Quantitative and Qualitative Methods courses (worth 20 credits each) in their junior honours year. Other subject areas may not require these courses, but it is the responsibility of the student to check to ensure they have the correct balance of subjects. The work for the dissertation will count for 40 credits in the Senior Honours year only.

Students will normally be expected to implement the research proposal submitted as an assignment for the Quantitative and Qualitative Methods course. This may be on any approved topic in Public Policy. The topic should be of their own choosing and a brief outline should be submitted to the co-ordinator of the Honours class for approval by the end of term 2 of the Junior honours year. Possible topics can be discussed with the Honours Co-ordinator (Dr Mark Wong) or the Convenors of the Quantitative and Qualitative Methods course in the School of Social & Political Sciences (Dr Jo Ferrie & Dr Roona Simpson). Once a topic has been approved, an appropriate supervisor will be allocated.

Dissertation projects should normally commence in the first semester of Senior Honours, when you should arrange to meet with your supervisor. At this meeting, your first task will be to discuss your topic and begin work on your ethical approval form (if required). Two copies of the Dissertation should be submitted to the Public Policy Teaching Office at the designated date in mid-April of the Senior Honours year.

Dissertations must be 10,000 words long, exclusive of appendices and bibliography, typed or word-processed (1.5 line spacing) and presented in spiral binding.

A Dissertation Handbook will be issued during your Junior Honours year.

11. Assessment

Assessment for most options (apart from Active Citizenship, Ideological Concepts, Utopias and the Dissertation) is by means of a 2 hour examination, in which 2 questions have to be answered from a total of 5, and an assignment of 2500 words in length is completed. The assignment counts for 40 per cent of the final mark with the examination on making up the balance of 60 per cent.

The degree examinations are carried out at the end of the semester in which the course is taught (November/December or April/May). Exam scripts are marked anonymously by the course convenor and then moderated by another member of the teaching team. Exam scripts are NOT returned to students. Assignment and examination questions are judged on three main criteria: comprehensiveness in answering the question, breadth of reading and critical awareness. In addition, all written work will be assessed for referencing, accuracy, literacy and presentation.

12. Further Particulars

Details of assessment procedures, marking standards, progress requirements and other regulations are set out in the Honours Handbook, copies of which will be available on Moodle.